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ABSTRACT

In Appalachian Kentucky, the adoption rate of new ideas and new practices in education tends to be slower because of the provincialism and isolationism of the region. The objectives of this study were to determine which of the media--radio, television, or reading material--is used most frequently by the elementary and secondary teachers in Appalachian school systems. Also studied were the types of programs and reading materials used by teachers, prime radio listening and television viewing times, proportion of professional readings to total readings, and the types of reading materials available to teachers. Seven conclusions were drawn from a survey of teachers: (1) Television ranks first in utilization, reading second, and radio third, both in general utilization and utilization with an education emphasis; (2) Prime radio listening time is early morning and television viewing time, early evening; (3) In radio, television, and reading, teachers utilize general type programs more than those of an educational nature; (4) In educational readings, teachers prefer general readings to research readings; (5) Teachers with greater amount of education read more educational literature; (6) Teachers with elementary preparation listened to more educational radio and viewed more television, both general and educational, than did those with secondary preparation. Those with secondary preparation did most general reading; (7) Teachers with fewer years of teaching experience view more general television, and the more experienced teachers utilize more educational radio, educational television, and professional readings. (JD)

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MEDIA UTILIZATION BY TEACHERS OF APPALACHIAN KENTUCKY

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Purpose

The study analyzes the radio listening, television viewing, and reading habits of elementary and secondary teachers in the school systems of the Appalachian region of Kentucky. The specific objectives of the study were:

1. To determine which of the three media; radio, television, or reading material is used most frequently and for the longest period of time by the elementary and secondary teachers in Appalachian school systems.
2. To determine the types of radio programs, television programs, and reading materials utilized by teachers.
3. To determine the prime radio listening and television viewing times.
4. To determine the proportion of professional readings to total readings.
5. To determine the types of reading materials available to teachers.

Procedure

In the spring of 1972, a random sample of one elementary and one secondary school per school district in each of the forty-nine counties of Appalachian Kentucky was selected for the purpose of this study. All teachers in the

selected schools were asked to respond to the survey form which was designed to collect data necessary to reach the objectives of the study. A variety of information was collected as to personal characteristics of the teachers as well as their media utilization habits.

The study revolved around two central ideas. The first was concerned with determining the numbers and types of radio and television sets available and prime utilization time for these two media. This determination was simply a matter of tabulating the data from the items concerned with this and arranging the data in readable form. The second idea was to determine the amount of time sepnt in utilizing the three media; radio, television, and reading and to investigate the types of material which appeal to teachers. Subsequently these data were related to personal or group characteristics of the teachers. The chi-square technique was employed to test the different relationships among variables in the study. A relationship was considered significant if it was below .05 probability.

Findings and Interpretation

Types and Locations of Radios

The information on radios was divided as to types as AM or FM and as to locations in the home, school, or classroom. The number of AM radios available to teachers was found to be 1877 or an average of 1.87 radios per teacher. The number of FM radios was 1083 for an average of 1.08 per teacher. In table I is presented the numbers and locations of the two types of radios.

TABLE I

TYPES OF RADIOS OWNED AND THEIR LOCATIONS

	TYPES		
Location	AM	FM	Totals
Home	935	846	1781
Car	870	199	1069
Classroom	72	38	110
Totals	1877	1083	2960

Types and Location of Television Sets

Respondents were asked to indicate the types and locations of television sets available. Television set types were divided as to black and white or color and locations as to home or classroom. Table II gives the responses to this item. The average number of black and white television sets available was 1.02 and color sets averaged .56.

TABLE II

TYPES AND LOCATIONS OF TELEVISION SETS

	TYPES		
Location	Color	Black and White	Totals
Home	536	614	1150
Classroom	26	410	436
Totals	562	1024	1586

Prime Times for Radio and Television

Time categories concerning listening and viewing times of radio and television were made consistent in order to determine prime time slots for these two media. The categories were structured to include before school, during school, late afternoon, early evening, and late evening. These categories were ranked by the respondents, the ranks were weighted, and a total weighting given each time slot. Figure I presents this information which shows the comparison between radio and television as to prime utilization time slots.

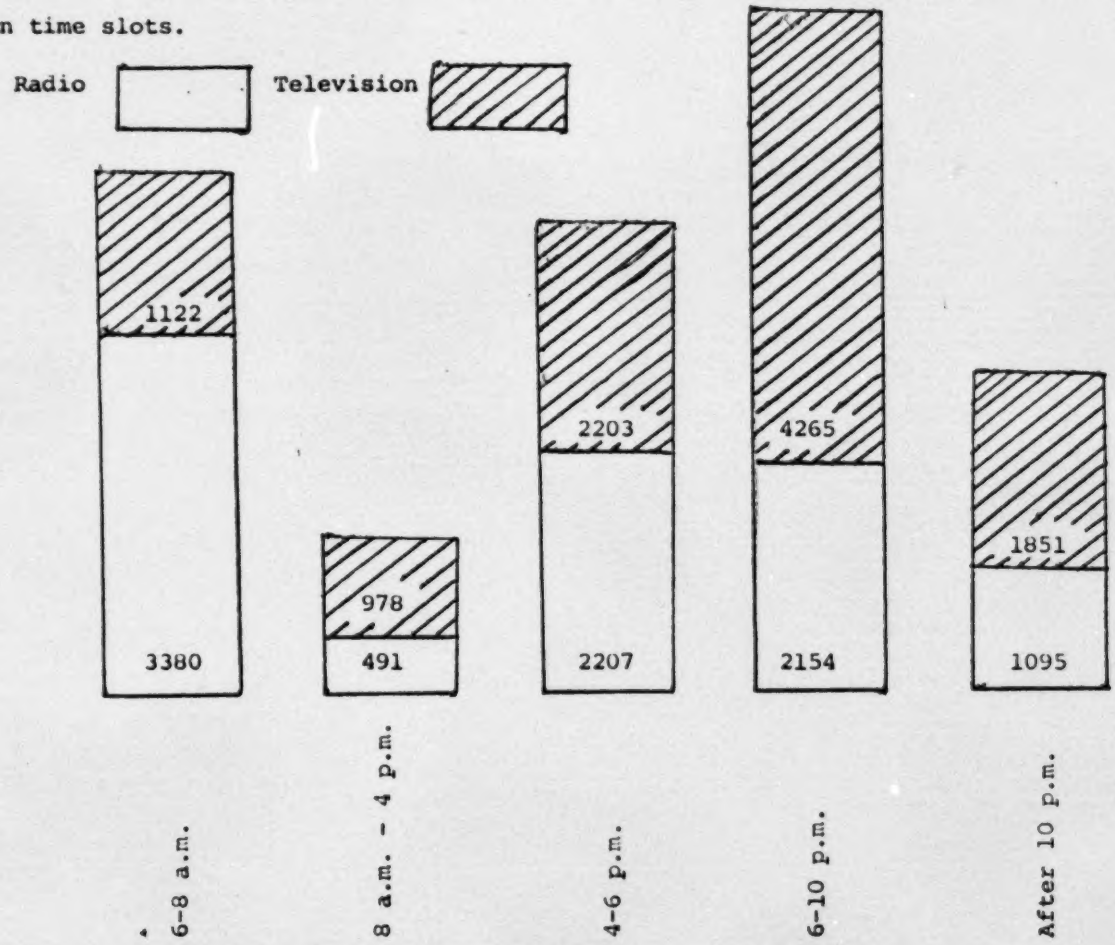

Fig. 1 Radio listening and television viewing times of teachers by weighted responses.

Types of Materials Utilized by Teachers

The teachers were asked to rank the types of reading and programs utilized in all three media; radio, television, and reading. The rankings were weighted and a weight derived for each item. In radio, it was found that the three most frequently utilized types were news, music, and sports in that order with educational programs ranking seventh. In television, variety, news, and music were the top ranked items with educational programs ranked sixth. Each of these media had seven categories. In reading, magazines and newspapers constituted most of the teacher's reading. The three types of magazines most frequently read were general, professional journals, and home and fashion in that order. When the types of educational readings were considered, it was found that teachers preferred general readings to research readings.

Group Characteristics Related to Media Utilization

In order to determine target groups for the three media, certain characteristics of teachers were related to the utilization of the three media. The characteristics considered were sex, amount of college preparation, type of college preparation, and number of years teaching experience. These in turn were related to their media utilization habits; first to the three media of a general nature and then to those of an educational nature. The types of preparation considered were elementary or secondary programs. In Table III is shown the significance found among these variables when the chi-square technique was used to test the relationships. The table contains the chi-square values for the different relationships considered and the probability of obtaining these values. Asterisks denote values with less than .05 probability and these are discussed following the table.

TABLE III
CHI-SQUARE VALUES FOR TEACHER CHARACTERISTICS
VS. MEDIA UTILIZATION HABITS

	X^2 Values	P
Radio Listening vs. Sex	.985	.804
Television Viewing vs. Sex	12.045*	.007
Reading vs. Sex	.033	.998
Educational Radio vs. Sex	.121	.941
Educational Television vs. Sex	11.961*	.007
Educational Reading vs. Sex	1.419	.491
Radio Listening vs. Amount of Training	1.886	.389
Television Viewing vs. Amount of Training	4.207	.122
Reading vs. Amount of Training	13.451*	.001
Educational Radio vs. Amount of Training	1.117	.571
Educational Television vs. Amount of Training	3.908	.141
Educational Reading vs. Amount of Training	14.598*	.001
Radio Listening vs. Kind of College Preparation	2.596	.272
Television Viewing vs. Kind of College Preparation	8.152*	.016
Reading vs. Kind of College Preparation	12.359*	.002
Educational Radio vs. Kind of College Preparation	14.837*	.001
Educational Television vs. Kind of College Preparation	46.946*	.001
Educational Reading vs. Kind of College Preparation	6.774*	.033
Radio Listening vs. Years of Teaching Experience	3.150	.206
Television Viewing vs. Years of Teaching Experience	19.349*	.001
Reading vs. Years of Teaching Experience	3.852	.146
Educational Radio vs. Years of Teaching Experience	18.046*	.001
Educational Television vs. Years of Teaching Experience	10.153*	.006
Educational Reading vs. Years of Teaching Experience	15.908*	.001

* $P < .05$

By an examination of the individual tables from which these values were taken, several significant relationships were found. The data, when sex was related to media utilization, showed that women viewed significantly more television than did men, both general television and educational television. Two relationships were found to be significant when amount of training was related to media utilization, showing that those with more training do more reading, both in general and educational readings. In type of preparation, an inspection of the tables revealed that those with elementary preparation listened to more educational radio and viewed more television, both general and educational than did those with secondary preparation. Those with secondary preparation did more general reading. In the category of educational reading, the findings were mixed and a distinct direction could not be determined. Teachers with fewer years of teaching experience were shown to view more general television, while the more experienced teachers were shown to utilize more educational radio, educational television, and professional readings.

Conclusions

The data collected and analyzed in this study warrant certain definite conclusions which can be summed up in the following statements:

1. Of the three media, television ranks first in utilization, reading ranks second, and radio ranks third, both in general utilization and in utilization with an education emphasis.

2. The prime radio listening time for teachers is early morning and prime television viewing time is early evening.

3. In radio, television, and reading, teachers utilize general type programs more than those of an educational nature.

4. In educational readings, teachers prefer general readings to research readings.

6. As to extent of college preparation, those with the greater amount of education read more educational literature.

7. As to kind of preparation, those with elementary preparation listened to more educational radio and viewed more television, both general and educational, than did those with secondary preparation. Those with secondary preparation did more general reading.

8. Teachers with fewer years of teaching experience view more general television and the more experienced teachers utilize more educational radio, educational television, and professional readings.

Implications

The study suggests certain implications for those interested in communicating with teachers. It could be a start in determining what teachers are interested in and pertinent information could be integrated into those areas of interest. Seemingly, the most effective way to reach teachers with information of an educational nature is to build this information into programs of a general nature. By studying the utilization habits of the different categories of teachers identified in this study, programs of special interest could be better aimed at the recipient groups. This could be done both by determining the proper media, time slots, and the type programs which appeal to the groups.